Kimberly Walls Learning Theories June 21, 2010 Observations

Kathy Morgan

* She uses Vigotsky and Bandura (social theories)
* She is very direct and matter of fact
* She has high expectations
* She just needed a job
* She is committed
* She is direct and matter-of-fact
* She matches students with conducive learning environment (LSTs)
* Use of Socratic dialogue
* 3 Rs: Rigor, relevance, and relationships
* Skinner (negative reinforcement) “You don’t want to know what will happen if you come back to school without the completed application!”

Richard Howard:

* From Upton Lee High School in Thomaston, GA
* Use of Smart Board

Chris Biffle: Rules of Power Teaching (K-12)

* Follow directions quickly (moves hand “swimming” forward)
* Raise hand for permission to speak (raises hand then lowers and talks with it)
* Raise hand for permission to leave seat (raises hand then lowers and walks with it)
* Make smart choices (taps temple with index finger)
* Keep your dear teacher happy (frames face with hands and smiles)
* Have signs for young children: Hercules or Hermes? Running; student at desk raising hand; picture of head profile showing brain; smiley face; Uses more formal signs for teenagers (no pictures only text!)
* Recommends practicing rules at the start of each class period; make it fun and engaging; teacher or student gives prompts

Chris Biffle: Power Teaching 8

* Review
* Use linked concepts

Chris Biffle: Whole Brain Teaching (Cofounder) Philosophy Class at College level

* He’s loud and excited
* 10 finger “Woooo”
* “It’s Cool”
* “I need to see your faces.”
* Review broken down into short lecture by teacher with short repeats by specific students called on by name!
* Diagram on board
* A lot of pair sharing with kinesthetic aspects “wag your finger in your neighbor’s face” etc.

Chris Biffle: Aristotle’s 4 Causes

* “Class” “Yes” same tone
* Very kinesthetic and repetitive
* Social interaction
* “clap, clap, Teach” “OK”
* “Give me an I” “I”
* Excitement and emotion (amygdala!)
* Concrete examples even for abstract concepts

Chris Biffle: Power Teaching more specifics

* “Class” “Yes”
* “Teach” “OK”
* Scoreboard: extra credit or dextra credit; smiley vs. unhappy; more hw vs. less hw
* Mighty Groan and Mighty “Oh Yeah!”
* “Hands & Eyes” for really important points
* Comprehension check
* Takes approximately 30 minutes to teach above 6 steps
* Also: “Oh sweet mama…” while rubbing hands together;

Kristin Dewitt: Hemmet High School in CA Algebra class

* Mirroring each other (teacher & student; student & student)
* Hand gestures
* Vocal
* Energetic
* Scoreboard with points for teacher or students on front dry-erase board

Ashlee Nicholl (Special Education Teacher, Pau-Wa-Lu Middle School)

* Uses power teaching!
* Cheer to teach slope
* Lots of hand signals
* Lots of energy and excitement
* Short bits of info
* Very creative (i.e. “Mathdonald’s”)
* Partner and group work
* Multimodal instruction (opportunities to read, write, listen, draw)
* Quiet work music

Lisa Peterson (Science Teacher, Pau-Wa-Lu Middle School)

* Starts off with housekeeping
* Has a question box where students place anonymous questions as a ticket to leave class each day; she finds answers for questions and goes over them in class the next day; admits openly when it was something new she learned (relating to learner, modeling) it is also a safe, non-judgmental activity promoting critical thinking/questioning
* Uses humor (slightly sarcastic but the students appear to relate to it)
* Questions for students to write on as warm-up: What is love? What is sex? How do you know the difference? Then had students pair-share.
* Draws sticks to call on students for answers to posed questions.
* Review of terms previously discussed or used
* Group praise for class & feedback
* Uses overhead projector, dry-erase board, discussion, and DVD video—multimodal
* Does a 20 questions activity for closing

Danita Anderson (Science Teacher, Pau-Wa-Lu Middle School)

* Students take out premade note taker
* Teacher uses Smart Board to go over note taker and review information already covered
* Also uses Smart Board to explain the day’s lab and give examples of filled in lab sheet
* General questions posed to class as a whole and group responses
* Used visual aid demo of lab (modeling)
* Drew diagrams and labeled them
* Step by step explanation and demonstration
* Thoroughly explained background of lab and gave relevant, practical, real world applications
* Multimodal
* Lab handout with steps thoroughly outlined
* Classroom management: waits for quiet before speaking; sometimes prompts students to quiet down
* Inclusion class with special education teacher as added support for students
* Students engaged in lab
* Teacher circulated throughout the room providing scaffolding as needed

Rebecca Thompson (Special Education Teacher, Pau-Wa-Lu Middle School)

* Wrote warm-up on the board after students arrived in class
* Students very chatty and unfocused, took several minutes to start writing
* Discussed warm-up at length
* Uses sticks to draw names for sharing with class
* Subject and predicate worksheet—teacher explained and modeled examples (most of students not paying attention)
* Students worked on worksheet in pairs
* She is a left-looker
* Teacher circulated throughout room providing scaffolding as needed
* Next worked on recognizing adjectives using the same worksheet (all review for final)
* Students then played a game on verbs and nouns for closure

Andrew Davis (Health & PE teacher, Pau-Wa-Lu Middle School)

* Review for final
* Students working quietly in pairs filling in a comprehensive review sheet answering questions
* Teacher and Special Education Aide circulated throughout room providing scaffolding for students as needed
* Classroom management: Repeatedly told students to quiet down when noise level crept up
* Students often discussing weekend plans—typical of middle school kids ☺

Rod Smalley (Special Education Teacher, Pau-Wa-Lu Middle School)

* Teacher is very loud at times (intense)
* Very detail oriented
* Teaches in resource room: language, math, science, life skills, study skills
* Easily distracted
* Has high expectations for all students

Apollo 13

* Theorists: Vygotsky & Bandura; Kohler; Bruner; Piaget; Lewin; Guthrie
* Clip to use for future class: when the oxygen tank blows up and the levels are dropping, pose the following questions: 1. Is there air or oxygen in outer space? If so, how much? What is the minimum oxygen requirement for humans? What are the physiological effects of hypoxia (lack of oxygen)?